

# Federation for Child Study Bulletin

For the purpose of helping parents make their parenthood more intelligent, more efficient, and of the highest use to their children.

Vol. 1

APRIL, 1924

No. 5

## PUNISHMENT

Marion M. Miller

MANY mothers come to their first child-study group meeting with these questions on their lips: "How shall I punish my child when he disobeys?" "What shall I do to my boy to make him mind?" Each young mother comes in search of the panacea—the sure-fire method which, like the advertised balm of the quack, will cure the irritation by a single application.

In past years much has been written about punishment, and many varieties and methods have been advocated, only to be supplemented by newer ones as the old ones gradually fell into disrepute.

There was little doubt in the minds of our great-grandparents of the necessity for and the efficacy of rigid punishment. It was felt to be right and necessary that the child should "pay for" his delinquencies. Did Jack slap his little brother? Then he must be slapped to show him how it feels. Or Mary played too long and had no time to practice; therefore she shall be sent to bed without her dessert. Even to-day instances like these, crude as they are, do occur, and parents still wonder why the "cure" effected by means of them is so transitory. The most ingenious punishment may be, after all, but a nega-

tive measure. True, it may have an immediate acceptable effect, but it can never be educative. So long as parents punish only the specific action, which may be merely a manifestation of a hidden difficulty (such as jealousy, for instance), their punishments are futile attempts to cure a result, rather than an effort to understand and eliminate a root cause.

Herbert Spencer believed firmly that "the burnt child fears the fire," and that it is therefore desirable, as a rule, that a child be made to suffer the natural consequences of his acts. Obviously punishment, as it is inflicted in the instances cited above, is an artificial consequence, altogether unrelated to the act which has brought it about. But even punishment by natural consequence must often fail to accomplish the desired result, since the young child will frequently fail to connect, in his own mind, cause and effect.

To-day scientists, doctors and psychologists are all working along the lines of prevention, and parents should be taught to do likewise. Discipline then comes to have the meaning of training, in which corrective treatment—that is punishment—may occasionally find a place. When, through our own inadequate handling of a

### HOME and SCHOOL

Important Meetings  
at

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St. Paul, Minnesota

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Federation for Child Study  
DR. BIRD T. BALDWIN  
Iowa Child Research Bureau

INTERNATIONAL KINDERGARTEN  
UNION

Minneapolis, Minnesota  
Tuesday evening speaker will be  
DR. ARNOLD GESELL  
Child Research, Yale University



situation, we think that punishment is called for, let us recognize frankly that we are using an emergency remedy, and not a patent "cure."

If we do punish, we must be quite sure that we are not simply finding a safety valve for our own outraged feelings. It often happens that the child breaks in upon our comfort or our pre-arranged plans, of which it could have no possible knowledge, and we then seek an outlet for our anger or disappointment by a hasty and ill-considered sentence to punishment. Again, how often are we impelled to punish children for the breakage or loss of a valued article—a result of pure accident, surely not to be retrieved by punishment.

We must be very careful, too, to distinguish between the underlying motive and the end result of the "crime." When the small boy comes home from school with his suit liberally bespattered with green paint, we should take into account the fact that he was busy painting the trees for the scenery of his class play, and that, if we had provided overalls, the blouse might have been saved. But suppose we had given him overalls, and he had forgotten to wear them? Then should he not be punished?

The young child, engrossed in one large interest—such as painting with green paint—is living for the time being in a world removed from such material matters as the care of his clothes. Recognizing in this not only a normal, but actually a desirable, state of mind, and knowing that with years and experience will come a better blending of interests, would it not be the part of wisdom to expect the adult to look after these necessary material details for the young child—to remind him of his overalls? Punishment for an act of omission which we can assume was beyond his control can be to him neither fair nor remedial, and there is danger that punishment for such an offense might engender in him a violent resentment.

There is no set formula for insuring right responses on the part of children. But obviously the old-fashioned measures have proved to be faulty instruments, at best, and dangerous ones at times. We must look to the newer psychology, both for more constructive methods and for a better understanding of the possible ultimate effects of the methods we employ. The behavioristic school teaches us that it is possible to condition the desired response to any given stimulus. If, therefore, we surround the response that we con-

sider desirable with feelings of pleasure and satisfaction from the very start, the chances are that that particular response will usually be called forth by the appropriate stimulus. So, if going to bed has always been associated in the child's mind with pleasureable concomitants, we shall probably find that ordinarily he will go to bed fairly promptly and willingly. Even disagreeable duties may be performed without friction if they have been thus wisely conditioned at the start.

Sometimes by our own accusatory attitude we actually call forth conduct which we then feel constrained to punish. Sounds of turbulence and quarreling coming from the playroom will bring mother to the scene, intent on quelling the disturbance. Feeling a need for prompt action, she will often pick out the child who is the usual troublemaker: "Have you been kicking down all the blocks again?" The small child, feeling that misconduct has come to be expected of him, will often proceed to live up to the name, deriving at least the satisfaction of actually *being* a "bad boy," and meriting the inevitable punishment.

Our very zeal is often our undoing in handling children. I have in mind the mother who, in her desire to see her child excel, will actually impel him to cheat in his studies because he feels that he cannot otherwise come up to her expectations. Presently that mother is confronted with a situation for which she herself is largely responsible and which might easily have been avoided.

We are learning more and more accurately what can be reasonably expected of children at different ages. The six-year-old, however bright and willing, should not be expected to think and act like a ten-year-old. Careful analyses of the habits of children at various stages have been compiled. If James must be reminded almost daily to put away his toys at the appointed hour, we may be a bit more patient with him when we realize that he is too young to have developed the sense of responsibility which would induce him readily to give up a delightful game at a definite time.

Many other examples might be mentioned, all of which point the same moral—namely, that it is through a better understanding of the child, a wiser control of ourselves, and broader knowledge of human relationships that we must strive to guide our young people. The more we look to these factors, the less need we will have for punishments.



## Child Study Groups

*Minutes of the Meeting of Chapter 77*

Topic: Punishment.

Sources: Adler: "Punishment of Children."

Gruenberg: "Sons and Daughters."

Smith: "Obstinacy and Obedience" in the Pedagogical Seminary, 1905.

Professor Adler's monograph, written many years ago and antedating much of the recent work in child psychology, is modern in spirit and practical in many of its suggestions. In all our dealings with children we must seek to cure them of the faults which we feel are marring their characters. Our attitude must at all times be that of the physician rather than the task-master. We must consider transgressions impartially, and never trust our own judgment in anger. The angry person is prone to be unreasonable and, consequently, unjust. It is important for the child to feel at all times that the parents' confidence in the worthiness of his motives is unshaken—that whatever mistakes he makes do not destroy our faith in him—and on no account should we voice our personal disappointment in his shortcomings by attaching to him any epithets of disapproval. Absolute blame and absolute praise as well are harmful to a child's nature. Let us be ready to encourage every effort, at the same time urging the child to strive further. Dr. Adler urges parents to be sparing of words—to avoid "lecturing"—and to be unfailingly consistent. We often talk so much to our children that we find ourselves vacillating and retracting our statements. Corporal punishment is discouraged, as is also the system of tabulating the child's achievements by "marks." The fallacies of the Spencerian doctrine are pointed out, and various forms of transgression are discussed: laziness, untruthfulness, etc.

On the constructive side we are encouraged to try to win the confidence of our children that they may disclose their inner life to us. By the careful study of their characters, by our constant devotion and untiring interest, we shall arrive at a mutual understanding, which is the foundation of every proper child-parent relationship.

In "Your Child Today and Tomorrow," the writer, in much more popular form, stresses many of the same points, emphasizing the fact that even the wisest punishment is, at best, a corrective, and that we must be careful that our resort to it is only occasional, just as our resort to medicine must be. We must bear in mind that a good

wholesome diet of positive reactions is what we are seeking.

In T. L. Smith's article, "Obstinacy and Obedience," the various types of obstinacy and their causes were discussed. The author shows that obstinacy is due to weakness, not to strength of will. It is a complex revolt against authority, which revolt is aggravated by punishment. Early and persistent training in the formation of good habits will do much to diminish the tendency toward chronic obstinacy, and ignoring minor offenses during this process will go far to avoid constant irritation and conserve energy for meeting specific and more serious manifestations. A tendency to obstinacy in a child is usually aggravated when it is met by the sort of discipline which is in itself an exhibition of mere obstinacy, with no constructive elements.

The discussion centered largely about the methods to be used in training very young children. Granted that the child is too young to understand the reasons for our demands, and granted that we do not wish to use force, how can we insure right behavior? The specific case was mentioned of the small child who cheats at games. How can we develop a social point of view with regard to cheating? Can a small child be shown *why* he must play honestly? Suppose we punish him for cheating by excluding him—will this teach him? These questions brought out the suggestion that the small child, having no sense of abstract right and wrong, is impelled to do that which brings the desired result: the pleasure of winning. Rather than punish him then, we might better show him that acquiring skill in the game is a surer way of finding pleasure, since it wins for him both the game itself and a wholesome relationship with his playfellows. But suppose then that he fail to acquire great skill and thereby the joy of victory at this game? He may still be shown that the winning through to this relationship with his playfellows is more valuable than the winning of the game—all this, of course, by methods and language which a young child can understand.

The question then arose whether it is ever permissible to use a slap as a negation in dealing with a baby of a year or two. Before the baby learns to understand the spoken word, there will be times when Mother finds it necessary to keep him from doing certain things. It is always better to find

*(Continued on page 6)*



# BULLETIN

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## Alice Morgenthau Ehrich Memorial Fund

"With a sense of loss inexpressible, her associates in the Federation for Child Study mourn the death of Alice Morgenthau Ehrich, a devoted and inspiring leader and a beloved companion whose passing leaves a void which they can never hope to fill."

Bird Stein Gans, President.

In the death of Mrs. Ehrich the Federation for Child Study has lost a valued leader, to whose devoted and untiring efforts were due much of the vision and growth of its work.

For over sixteen years Mrs. Ehrich was an active member of the Federation for Child Study, working earnestly in chapter study groups. In her office of vice-president, she was deeply interested in the organization and leadership of chapters. Under the stress of the war and war-time conditions, she worked indefatigably in launching and developing the summer play schools supervised by the Federation, and later in extending these as established summer activities.

To perpetuate her memory, her family and many friends have created a permanent memorial, known as the Alice Morgenthau Ehrich Memorial Fund, to be devoted to furthering this work to which she gave herself so fully and unsparingly. The Fund will be used to develop those specific projects of the Federation for Child Study in which her interests were especially centered. It will be administered by the Memorial Fund Committee.

Members and friends who wish to find expression in this way for their own sense of loss and sorrow in her passing, are invited to contribute to the Alice Morgenthau Ehrich Memorial Fund. Checks should be made payable to the fund, and sent to Mr. Mengo Morgenthau, Treasurer, 431 Hudson Street, New York City.

We are much encouraged by the enthusiastic reception which has greeted the appearance of the Bulletin. Expressions of interest are coming to us from many and widely varying sources. Here are some of the written comments which have reached us:

I have read with much interest the Bulletin of the Federation for Child Study. It seems to me a most interesting and worthwhile magazine.

Chairman, Dept. of Home Economics,  
University of Chicago.

Enclosed is a check in payment of sixteen subscriptions to the Bulletin. I feel quite confident that more subscriptions will be taken out by chapter members in the near future. Personally I am delighted with the paper, and wish it every possible success.

Chairman, Chapter 65,  
St. Louis, Mo.

We are very much gratified to see a copy of the Federation for Child Study Bulletin, and find it very suggestive and interesting. We wish to subscribe for the Bulletin for one year, and would like to have the subscription commence with Vol 1, No. 1.

Librarian, Children's Museum,  
Brooklyn Institute of Arts and Sciences.

I should be grateful for each issue of your monthly Bulletin as it appears, and for particulars of any other publications that you may issue.

Principal, London Mission Collegiate High School,  
Bangalore, India.

I am sure this Bulletin will be valuable to the students in our Home Management Houses, where we have two small children needing guidance. Could my subscription begin with Vol. 1, No. 1?

Manager, Division of Home Economics,  
University of Minnesota.

You will be interested to know that we have used the Bulletin to good advantage. At one of our meetings we read the leading article for the purpose of bringing out the salient facts on the topic, and the minutes pertaining to the same topic served somewhat as enlarging our own circle because it brought in the comments and discussion of another group of mothers. The report of the month's lectures and conferences we found most stimulating.

Chairman, Chapter 34,  
New York City.

## The Lecture Bureau

The bureau, in addition to the regular talks given to mothers of public school children, has been cooperating with the Stay-in-School Drive in New York City. Since the Stay-in-School problem is one which may well be attacked through the home, speakers have been emphasizing the aim of the drive at all the scheduled talks to mothers, and have also met groups designated by the Drive Committee.

A series of three talks were given by Miss Binzel at the Cincinnati Kindergarten Training School. The College Women's Clubs at Madison, University of Wisconsin, and Wauwatosa, Wisconsin, respectively, gave open meetings to the townspeople at which Miss Binzel spoke upon "Conduct Made and Remade." The Federation of Parent-Teachers Associations of Bridgeport and vicinity have asked Mrs. Gruenberg for two more talks on child study.



## Federation Activities

### Lecture

On Wednesday, March nineteenth, Dr. Adolf Meyer, psychiatrist-in-chief to the Johns Hopkins Hospital and professor of psychiatry in Johns Hopkins University, addressed the Federation on "Normal and Abnormal Repression." Dr. Meyer said that the great change in the past two decades toward the problems of freedom and discipline had its origin in the development of child study. The psychiatrist now recognizes that the disorders with which he deals begin in early childhood, and through this new psychology, parents, teachers, and psychiatrists are able to cooperate in giving the child an environment more conducive to the highest degree of mental health. This means a reaching out for a new type of freedom—a more livable freedom with a maximal respect for the natural drives of man and a similar drive—the accumulated wisdom of the race. It seems difficult to reconcile freedom and discipline. The most desirable rules of the wisest discipline, it is now generally agreed, are not built upon authority through awe and fear, but upon a consensus of the best common knowledge; and freedom is not chaos—it is choice, which implies rejection as well as espousal. To be really free we must learn to repress what may be most tempting for the moment, because of the greater call of the ulterior good.

This practical philosophy of effort and choice and its relation to repression was further expanded by Dr. Meyer. His contention is that it is not the repression itself which is harmful, but the *mismanagement* of repression. There are normal and abnormal means of repression and the abnormal means should not serve as a basis for skepticism concerning the feasibility of cultivating conditions for normal repression. A reaction is needed from the present-day unreasoning fear of all repression of individual desire, for it is only *negative* repression which is harmful through not allowing the possibility of choice, thus creating a feeling of discontent. What, then, are the best ways of control, correction and normal repression? In dealing with children, we must stress habit development and furnish environments suitable to varied temperaments. There must be habits of work, habits of care of oneself, habits of recreation, habits of self-culture; and these must be so cultivated that they are in complete harmony with the environment and have ample opportunities for satisfaction.

The general interpretation of repression as being an objectionable way of dealing with human impulses must be discarded for the broader conception that all choice implies repression of unprofitable wishes by the cultivation of automatic habits that are beneficial to the individual. Freud himself has recently declared that the current interpretation of his theory as urging the necessity of license in the satisfaction of every desire is a malicious and entirely unwarranted one. It is freedom based on a broad outlook that we must learn to cultivate—a freedom that is in conformity with a better understanding of man's nature and instincts and is shaped, not by a momentary whim or impulse, but by conscious choice and effort following a healthful contact with reality and the wisdom gained through trial and experience.

### Conference

On Wednesday, March fifth, Miss Laura Garrett, one of the pioneers in promoting the work of social hygiene, spoke to the members of the Federation on "The Use of Nature Material in Sex Education." Those who have ever heard Miss Garrett on this topic know the effect produced by her frank, buoyant, breezy personality and her inimitable manner of presenting her subject, which makes her contributions in this field of such unique and inestimable value. She explained her method of unfolding to the child the vast plan of nature in producing and providing for the young of each species. This beautiful story of reproduction should be told by the mother or teacher before any outsider has an opportunity of distorting the facts.

It is not a bed-time story, but one that is best told out-of-doors, where the opportunity of using plants and animals as part of the great cycle of nature offers a wholesome medium for presenting the facts of reproduction. These facts should be told calmly and quietly, in response to the child's questions. They must be told more than once, for children forget easily, and their apparent disinterestedness is no indication that this subject is not often in their thoughts.

Miss Garrett has developed a series of talks through which she presents her subject in a systematic way, beginning with the simpler and more obvious phenomena of nature and leading up to the facts about human physiology which are less easily explained by the average mother. The first of these is the "cradle talk," in which she shows how the plants and animals make cradles before the young come. The great urge which, in the early spring, pushes the fishes, frogs, toads and newts into the water to deposit their eggs in a safe place is linked up with the parental instinct in the higher animals and finally with the human father and mother and their preparations for the expected young one. One of her talks reveals the wonders in seeds and eggs, and again the facts concerning the lowest forms are correlated with the most highly developed types of life. There is the "motherhood talk" and the "fatherhood talk" and in this way, through a gradual unfolding of all that is known, the child gains an understanding which will serve as a firm and wholesome basis for the wider and deeper knowledge which the experiences of maturity will bring him.

Miss Anna Gillingham, psychologist of the Ethical Culture School, spoke to the Tuesday morning group at its meeting of March 18th. Her discussion centered upon the problems arising in the education of especially gifted children. Cases of high I.Q. children coming to her attention as behavior, scholastic, or other problems, were analyzed, and the place of psychological and educational tests in the treatment of such cases was demonstrated. The discussion closed with an ardent plea that the gifted child, to whom so much has been given both in natural endowments and in the effort and thought of educators, must be made to realize his potentialities and his responsibilities for service to the community, and to value the greater satisfactions that come with service. "Only as he can grow in the belief that these gifts are his for ministry to others, that he is dedicated to a great service, can we look with tranquillity upon an educational plan which regards the superior child as the ruler of the future."



## Child Study Groups

(Continued from page 3)

satisfactory substitutes than to negate. Where this fails because of the parent's lack of skill, denial may be impressed upon the child by firmness of attitude. Allowing oneself the recourse to slapping is dangerous—it too easily oversteps the bounds of serving purely as a shock to arrest undesirable reachings or touchings of a young child, and becomes a violation of the child's sense of self-hood. Then, too, there is the danger that slapping may too readily become merely a quick, impulsive outlet for the parent's irritation, with no remedial object at all.

In discussing Dr. Adler's condemnation of the marking system in schools, it was brought out that fixed rewards and penalties are not constructive agencies for bringing about right behavior. In this connection, various works of fiction were cited, especially "One Little Boy," by Hugh de Selincourt, and "Wee Willie Winkie," by Kipling.

A case was cited in the discussion from the text of "Your Child Today and Tomorrow." A small girl, in order to please her mother, painted the parlor furniture with her water colors. It was agreed that this case did not call for any specific punishment, inasmuch as the child's object was to please her mother, and it would be sufficient to point out to her why she had failed to accomplish this, and to suggest that her best course now would be to help mother restore the furniture to its former condition. The mother should show appreciation of the motive. Children must, however, learn respect for property. The having of cherished possessions of their own to care for is a means to that end. Then too, a child who has an attractive place and suitable material upon which to use his paints, will not so likely be tempted to use them on wrong objects.

The wisdom of withholding demonstrations of affection between parent and child as a method of punishment was questioned. The winning of parental affection must not be used as a reward for good behavior. Furthermore, the giving or withholding of parental affection must certainly not be made the criterion of the child's growing understanding of right and wrong. Our consideration of the child's behavior should be at all times dispassionate, and we must be careful to direct our displeasure against the wrong action, and not against the child himself.

## Observations in the Field

Stories suitable for this column, as well as comments upon them from our readers, will be appreciated.

### Must He Be Punished?

A high-spirited little boy had been playing strenuously and joyously out of doors, and he was gloriously tired. Indoors there offered peace and quiet and rest—he would just flop somewhere alone to enjoy his own toys and a favorite book till supper-time.

But no—there was company! The house buzzed with grown-up voices, and coats and people seemed to be everywhere. Gone was the vision of a quiet place—and, to make things worse, here was Mother hustling him off to be washed and brushed and hauling him in to be greeted politely by each of her guests in turn. What a miserable anticlimax to his wonderful afternoon!

The small boy was confused and cross; and impolite; and increasingly ungracious; and finally openly belligerent. He was banished from the room in a flood of tears.

For his open affront to Mother the small boy must be punished. To "teach him a lesson" he must have supper alone, in bed, and to add to his indignity his older sister must be sent, while he ate his crackers and milk, to tell him that he was missing his favorite dessert.

Was there really cause for punishment? The small boy had simply failed to respond to Mother's sudden demand for sociability. Was it not rather failure than disobedience with which she had to deal? She had attempted to soothe her own ruffled feelings by an edict of punishment, with no thought whatever of its corrective value. A little appreciation of her own failure to bridge the gap for him, understanding of the reasons for the child's refusal to meet the demand made upon him, would have turned her thought in the direction of corrective and constructive training rather than toward a resort to unrelated punishment.

M. M. R.,

White Plains Chapter.

Helen's face was very dirty after supper—all over cocoa and egg and jam. So her mother suggested that she wash it. She refused. "Very well," said Mother. "But you're much too ugly to look at like that. I shall look out of the window." "Are you going to look out of the window all evening, Mummy?" "Yes, and never once at you," was the stern reply. Whereupon the child made one dive and contentedly started eating jam out of the pot!



## Book Reviews

*Parents and Sex Education. I. For Parents of Children under School Age.* By Benjamin C. Gruenberg, Ph.D. New York: American Social Hygiene Association, 1923. vi+100 p.

The present volume notably augments our already heavy debt to Dr. Gruenberg for his invaluable contributions to the technique of character education in general and of sex education in particular. It is, in the reviewer's judgment, the best and most thorough treatment we have of sex education in the pre-school age and will probably long remain the best.

The first third of the book deals with the young child's need of guidance in matters of sex, of the attitude which the parent should maintain, of the physical care of the child, of the personal habits to be instilled in him, and of the knowledge, ideals, standards, and attitudes to be acquired by him in his early years. Such early care, habits, knowledge, ideals, and attitudes are of utmost importance "as setting the standards by which life will be largely guided in the later years" (p. 27).

In the second section (p. 31-72), Dr. Gruenberg gives a delightfully clear and simplified outline of the processes by which the child's impulses, especially those associated with sex, are modified and molded into habits, and an equally limpid explanation of the chief pedagogical principles which should determine the methods of modifying and molding which we call sex education. In the last chapter (p. 73-100) is given a résumé of the biological information that may help the parents in their task of sex guidance.

Throughout, the author has succeeded in using plain non-technical language even where matters are treated which we usually find couched in technical terms. The lucid presentation of the complex problem dealt with makes the work eminently suitable for the average intelligent parent or teacher. He or she will find therein a thorough scientific presentation of the subject. The methods and technique suggested are the outcome of our best thought and experience in the field as well as of the sanest, most tempered, and most balanced judgment on the part of the author.

"While the work was written primarily for the help of parents it is no less needed by every teacher of children or young people." We should cordially recommend it as the best extant work to put into the hands of parents and teachers who are concerned to give their children and charges the right start on the way to cleanness and purity of life.

John M. Cooper,

Catholic University, Washington, D. C.

Reprinted from *Journal of Social Hygiene*.

*Your Hidden Powers.* By James Oppenheim. Alfred Knopf. \$2.00.

The purpose of the book is to show that the value of a general knowledge of psychoanalysis lies in the fact that it enables man to understand himself and therefore to develop the use of all his powers. An aid to this understanding is the acceptance of the two chief contributions of Jung: (1) the theory of the four psychological types—thinking, feeling, sensational and intuitive. Knowledge of the characteristics of these types gives us a key to our own psychological needs and the needs of others, making our adjustments more intelligent. In particular does such knowledge make us more intelligent in our dealings with children. The relation of the individual to his own life problems with special emphasis on child psychology, is discussed in detail.

(2) The conception of the "racial" or "collective" unconscious as distinct from the purely personal unconscious of Freud, which is entirely the result of repressions from the personal life of the individual. The racial unconscious properly understood and used may be a constant source of inspiration and guidance.

*Your Hidden Powers* was written originally for a newspaper. This popular method of approach may carry with it an element of danger for the lay reader in making the study and the cure of mal-adaptations a seemingly simple matter.

The value of the book lies in the fact that it will help the individual to help himself, and it will open the eyes of parents to certain fundamental truths of child psychology.

A. D.

## Suggested Readings

### From Current Periodicals

*Case Study of Ethical Standards for Public Schools.* Walter Scott McNutt, Ph.D., Florida State College for Women, Tallahassee, Florida. Education, March 1924.

The author favors direct ethical instruction, formulating program and expounding method. The necessity for preparing teachers for this special field is well taken into account.

*The Content of Liberal Education.* Dean Dexter S. Kimball, Cornell University Vocational Education Magazine, February 1924.

Liberal Education re-defined in the light of modern development.

*What the Continuation School does for Boys and Girls.* Dr. Franklin J. Keller, Principal East Side Continuation School, New York. American Review, March-April, 1924.

Elucidating its specific aim, and methods employed.

*The Real Mission of the Funny Paper.* Ernest Bremecke, Century, March 1924.

An interesting and convincing article in favor.

## Books Received to Be Reviewed

*The Unadjusted Girl.* W. I. Thomas. Little, Brown & Company. \$3.00.

*A Conduct Curriculum.* Patty Smith Hill. Chas. Scribner's Sons. \$1.25.

*Ductless and Other Glands.* S. Wynne. Alfred A. Knopf. \$1.50.

*Talks to Mothers.* Angelo Patri. D. Appleton & Company. \$.50.

*Applied Psychology.* Hollingworth & Poffenberger. D. Appleton & Company. \$2.50.

*Education Moves Ahead.* Eugene Randolph Smith. The Atlantic Monthly Press. \$2.00.

*The Unstable Child.* Florence Mateer. D. Appleton & Company. \$2.75.

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1924

Tuesdays (1st &amp; 15th), 3 P. M.—242 West 76th St.

Chapter 88

Study Group on Adolescence

Tuesdays (8th &amp; 22d), 2:30 P. M.—242 West 76th St.

Chapter 15

Preparation for Speakers and Leaders

Fridays (4th &amp; 18th), 2:45 P. M.—242 West 76th St.

Chapter 77

Mothers of Young Children

Fridays (11th &amp; 25th), 3 P. M.—242 West 76th St.

Chapter 40

Sex Education

Tuesdays, weekly, 10:30 A. M.—242 West 76th St.

Study Group Conducted by

Dr. Bernard Glueck

Course fee—Twelve Dollars

Open to members only

Thursdays, weekly, 10:30 A. M.—2 West 64th St.

Joint Legislative Committee Meetings

Leader—Mrs. Marion Booth Kelley

Regular Meetings of This Committee End  
for This Season April 24th

A Special Meeting Will Be Held on May 8th

Open to members only

Federation  
for  
Child Study242 West  
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